Mandatory Firefighter

Board of Firefighting Personnel Standards and Education

Lead Instructor Planning Template

This planning template should be used by the Lead Instructor and Lead Evaluator in planning this course.

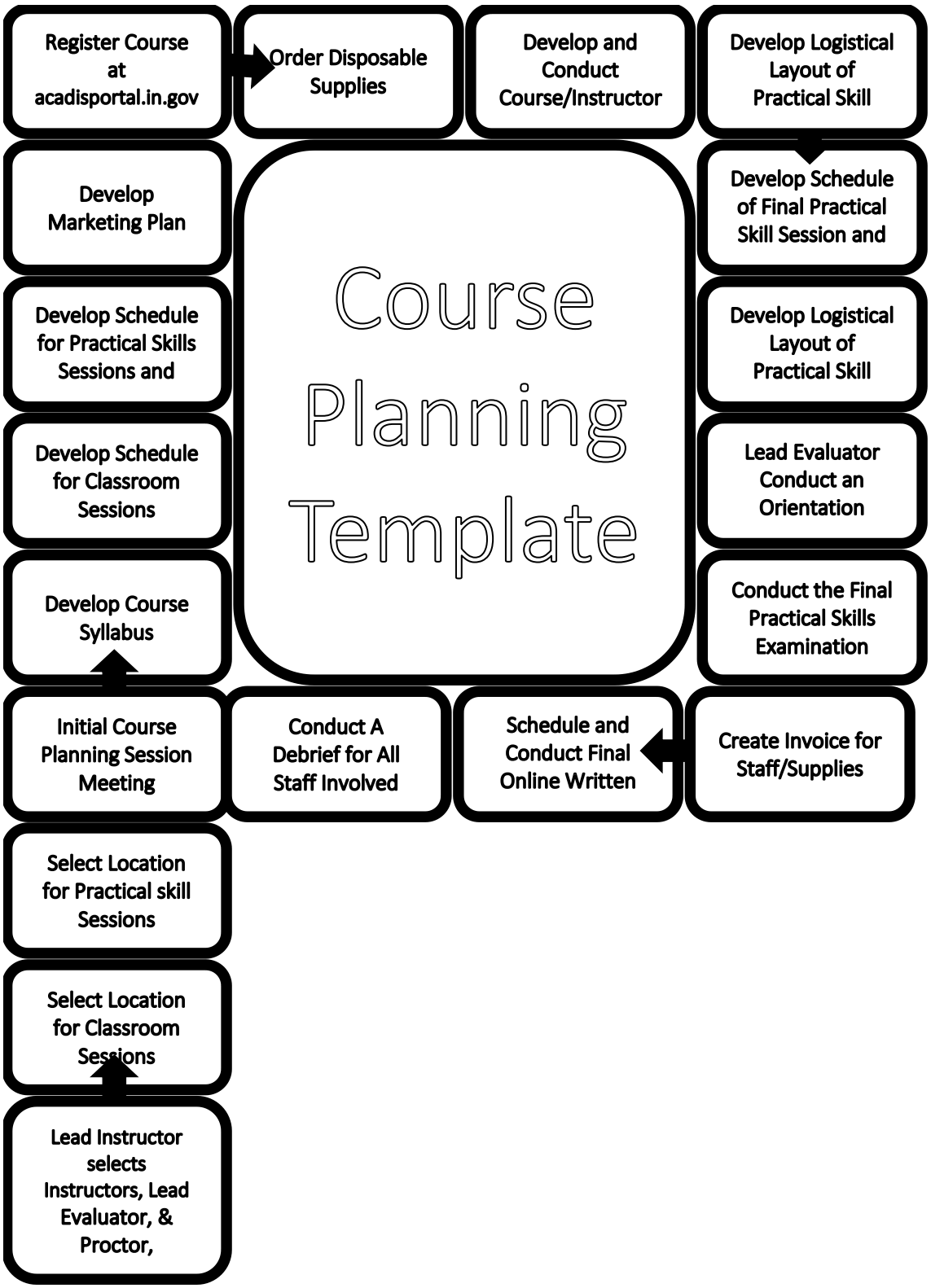
Reference material needed for this course:

NFPA 1001, Standard for Firefighter Professional Qualifications 2013 edition

Fire Engineering, Indiana Edition, 2013 Update

April 2018

V3


Register Course at acadisportal.in.gov
Order Disposable Supplies
Develop and Conduct Course/Instructor
Develop Logistical Layout of Practical Skill
Develop Marketing Plan
Course Planning Template
Develop Schedule of Final Practical Skill Session and
Develop Schedule for Practical Skills Sessions and
Develop Logistical Layout of Practical Skill
Develop Schedule for Classroom Sessions
Lead Evaluator Conduct an Orientation
Develop Course Syllabus
Conduct the Final Practical Skills Examination
Initial Course Planning Session Meeting
Conduct A Debrief for All Staff Involved
Schedule and Conduct Final Online Written
Create Invoice for Staff/Supplies
Select Location for Practical skill Sessions
Select Location for Classroom Sessions
Lead Instructor selects Instructors, Lead Evaluator, & Proctor,

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Need to know Items for Lead Instructors

1. **ALL** skills outlined in the Mandatory Practical Skill Sheets must be completed as outlined on the skill sheets by **ALL** students.

2. Skills can be completed in any order during training.

3. Skills can also be completed in groups such as select, carry and raise a ground ladder, advance a hoseline up a ladder, flow water from a ground ladder can be completed as an evolution.

Need to know Items for Lead Evaluators

1. Skill evaluations for Mandatory Firefighter are comprised of an evaluator(s) evaluating and signing off on all skills located on http://in.gov/dhs/3093.htm

2. Ensure the test site for the skills examination have all necessary facilities and props to complete all skills.

3. Contact your District Training Representative for assistance with obtaining props.

Preface

These curriculum materials provide the resources needed to teach the course listed. To satisfy local requirements, and to adjust to the amount of time available for instruction, you may want to customize the materials. To facilitate customization, the materials have been developed with Microsoft® Word and PowerPoint®.

Customizing the Curriculum

This curriculum should be customized to meet local needs – instructors may need to add additional information to meet requirements specific to their agency or organization.

All Fire Engineering materials, text books, skills drills, instructor plans, etc., are available through the District Fire Training Councils for district courses or by contacting Pennwell direct at PennWell Books/Fire Engineering Books & Videos, 800-752-9764

Planning Your Instruction

The amount of time allotted to training varies significantly from agency to agency. Therefore times are not listed in the curriculum. You may need more or less time for a specific topic depending on local needs. It is essential that you select the material that meets both your jurisdictional requirements and your available time. Be sure to look at test questions included. You may use the questions in the curriculum in various ways, for example, as a graded check on progress or as the basis for class discussion. If skill sheets are provided, review them to ascertain how many of them you want to include in your lesson plan.

Quality Assurance

As part of our Quality Assurance Program, a field inspector, designated by the Fire Training System may reach out to the Lead instructor to coordinate a site visit. These site visits are to ensure quality, consistency and compliance with the educational requirements of the course.

Changes to this document

We understand that there will need to be changes to this document. Review and improvements will be added on an annual basis. If you have corrections and additions send your information to the appropriate course manager firetraining@dhs.in.gov

Code of Ethics

As the Lead Instructor, Lead Evaluator or Proctor, you have an obligation to teach, mentor, and set the example for the firefighters you are training to replace you. You must do so in a manner that is fair, ethical and in compliance with the standards set forth by the Board of Firefighting Personnel Standards and Education. If you do not take it seriously, then neither shall your students. Your course is subject to audit by the Board of Firefighting Personnel Standards and Education at any point before, during, or after the class is completed. Retention of the skills performed is the responsibility of the Lead Evaluator and the student, and record of the classroom material taught is upon YOU. Advise your students to retain copies of their completed skills sheets and provide a copy to their Training Officer for inclusion in their personnel file and hold yourself to the highest professional standard as an example. Lead Instructors and Lead Evaluators do not get in trouble for trying to meet the Standards- they get into trouble by 'pencil whipping' or lying about them.

Acknowledgements

The Fire Academy Training System would like to thank the following task force members for their time and dedication for this project. The amount of time and effort that was put into this document to ensure adequate knowledge of course preparation is highly appreciated.

John M Buckman III, William E Huffer, Jason Coffey, Charlie Heflin, David Probo

Course Preparation

Step 1: Identify the Lead Instructor, Lead Evaluator, and Proctor

Instructors/ Evaluators				
Assignment	Name	Phone	Email	PSID Number
Lead Instructor				
Lead Evaluator				
Evaluator				
Evaluator				
Proctor				
Logistics **				
Planning **				
Safety Officer **				
Classroom Facility Contact				
Hands-On Training Facility Contact				

** For classes where hands-on or skill activities are not conducted these positions may not need to be filled. These positions can be filled by the same person if the lead instructor so deems it necessary.

Estimate of Time Expectations	
The time expectations are based upon 12-16 students.	
Class Start Date	
Class End Date	
Estimate of classroom hours (Recommended)	27
Estimate of hours to conduct the practical skills demonstration (Recommended)	8
Estimate of student hours to complete practical skill work	33
Estimate of hours to conduct the practical skills evaluation (Recommended)	8
Final written examination hours	3
Total number of hours (Classroom, practical skills evaluation/practice & cognitive exam)	79

Instructor/Evaluator to Student Ratio **The Instructor / Evaluator to Student Ratio will ensure quality instruction. The more involved the skill the smaller the ratio**	
Recommended Instructor to student ratio for practical skill demonstration.	1/4
Required Evaluator to student ratio for practical skill examination.	1/4
Required Evaluator to student ratio for practical skill final examination.	1/4

Step 2: Course Scheduling Information

Course Scheduling Requirements	
	Has the class been posted in the Acadis Portal for at least 30 days?
	If this is a district funded course, does the class have the required 15 students registered?
	If this is a district funded course, understand the budget for the class, and that any changes in the budget must be approved by the Training Coordinator.
	The Lead Instructor SHALL submit an application for a course number and it shall be submitted to the authorized testing agency not less than thirty (30) calendar days before the commencement of the course. Course registration is done by going to the Web Forms on the ACADIS Portal site at the following link; https://acadisportal.in.gov/acadisviewer/Login.aspx

Step 3: Facility and Equipment Requirements

Facility Requirements	
Classroom	
	Have you reserved a classroom?
	Are you going to need a projector and screen?
	Does the room support Computer / Virtual Reality Simulations if needed?
	Does the room have Chalkboard/Marker Board/Easel Pads/Display board?
	Does the room support Television/Programs/Video Presentations?
	Do you have pencils, sharpener, pens, paper and other needed supplies?

Drill Field / Training Center Requirements	
	Location(s):
	Do you have the necessary props to successfully complete the training/testing requirements?
	Have you contacted your district representative to obtain the district prop trailers?
	A multi-story training center is highly recommended for this course. Do you have access to a training center?

Equipment/Props/Supplies Required	
	Fully equipped NFPA 1901 compliant Engine and Driver/Operator
	Acquired structure or training facility equipped for live fire training (at least 2 stories)
	Wall Breach Prop
	Entanglement Prop
	Safety and Survival Rescue Prop
	400’ / 1.5” or 1.75” hose
	Halligan bar(s)
	24’ and/or 35’ extension ladder(s)
	K-12 Saw or Chain Saw
	Rescue Randy or other device to serve as victim in search and rescue drills.
	12 traffic cones minimum or comparable scene control devices
	Material to cover SCBA facepiece lens for reduced visibility drills
	Smoke generator
	Flashlights
	Building to be used for search drills
	Bucket/Brush/Shop Towels
	Ventilation fan / gas or electric powered
	Safety goggles for each student used during cutting drills
	Locking pliers/chair/Utility rope
	Pike pole
	Rubber mallet
	Hydrant wrench
	Targets to be used during stream evolution if desired

	Blanket
	Vertical Ventilation Prop
	Equipment/Props/Supplies Required (continued)
	Reduced clearance prop
	Water supply of 500 gpm minimum
	Handline fog nozzle
	Handline straight bore nozzle- 3/4" bore
	12' roof ladder
	Flathead Axe / Pickhead Axe
	PPE for each student
	SCBA for each student
	Spare SCBA cylinder for each student or a compressor or cascade at the training site.
	SCBA sanitizing materials in accordance with manufacturer's recommendation.
	Portable communications devices
	Props to be used in the search building for obstructions and simulated contents of a normal residential structure.
	Cleaning supplies for equipment maintenance
	Tool box with full complement of tools
	Gasoline for powered portable tools
	Motor oil for powered portable equipment
	Search and Rescue rope/strap 20' in length
	Wooden wedge for forcible entry drill
	Ladder or Life Safety belt
	Soft sleeve hose 25' in length up to 5"
	Spanner wrenches (2)
	Portable water tank (optional)
	Jet siphon (optional)
	20 foot Rope
	2 Sheets of plywood and drywall per student

Compliance Documents

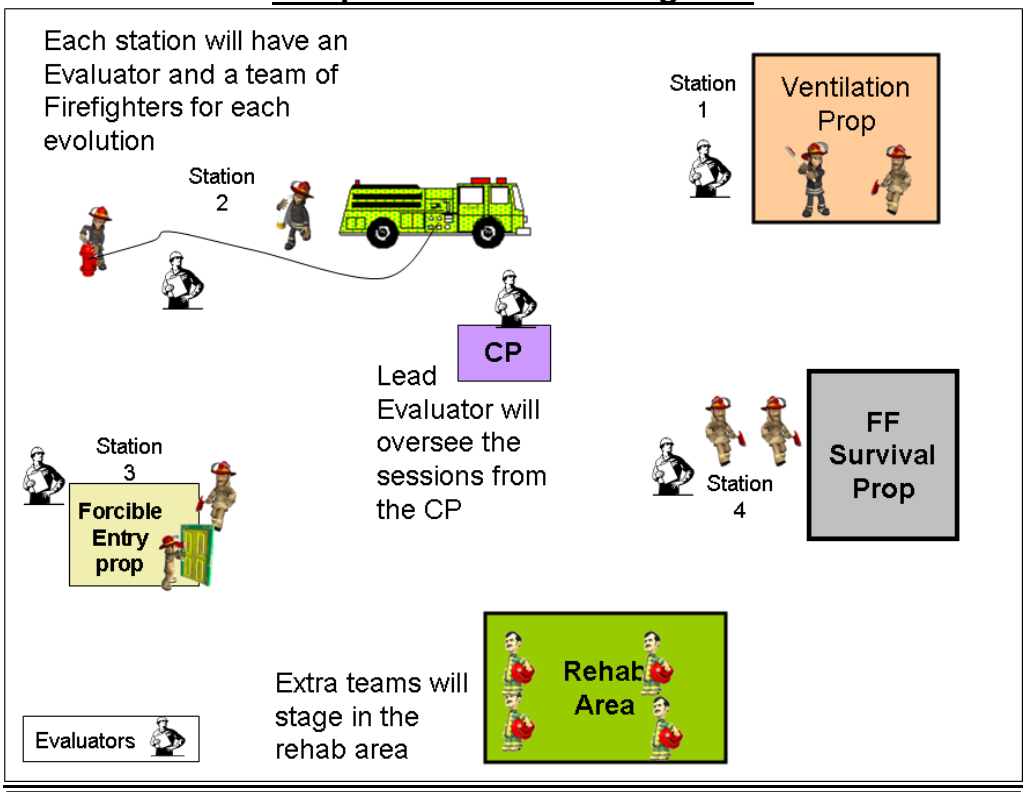
If applicable, the facility you are using may require the following items.

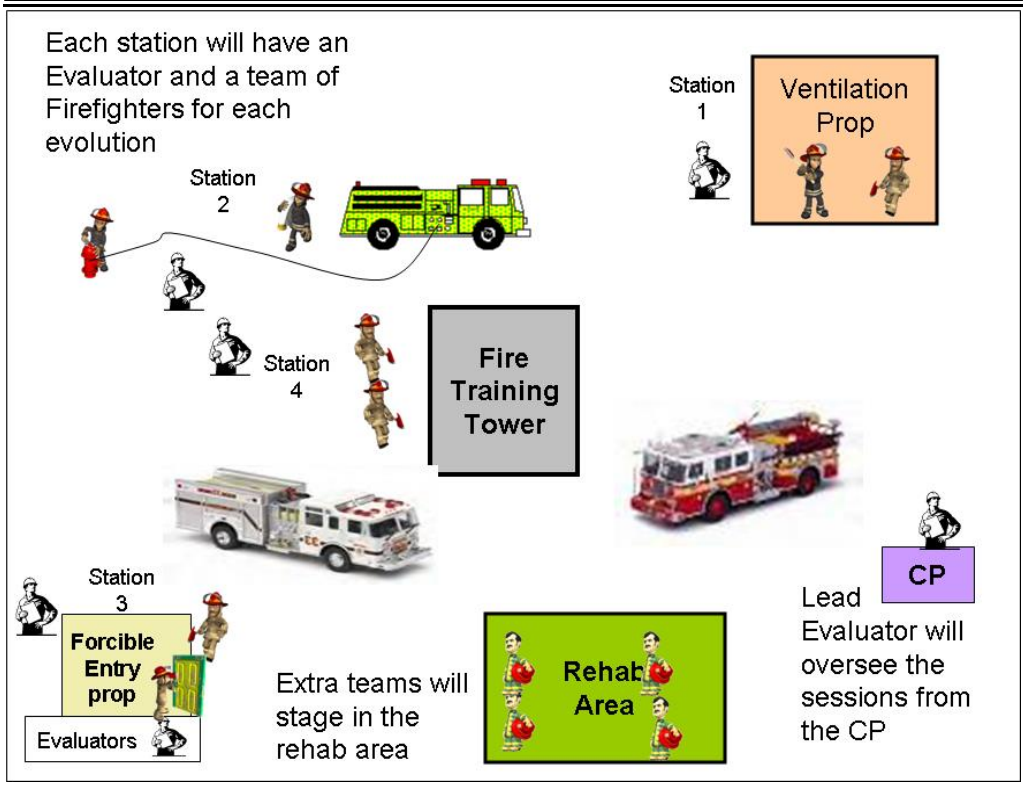
Description	**Necessary?**	**Description**	**Necessary?**
Ambulance Requirement?		Liability Waiver?	
Usage Permission?		Damage Waiver?	
Owner Staffing Expectation?		Medic	
Safety Officer		Driver	
Burn Permit (IDEM)		Local Permitting	

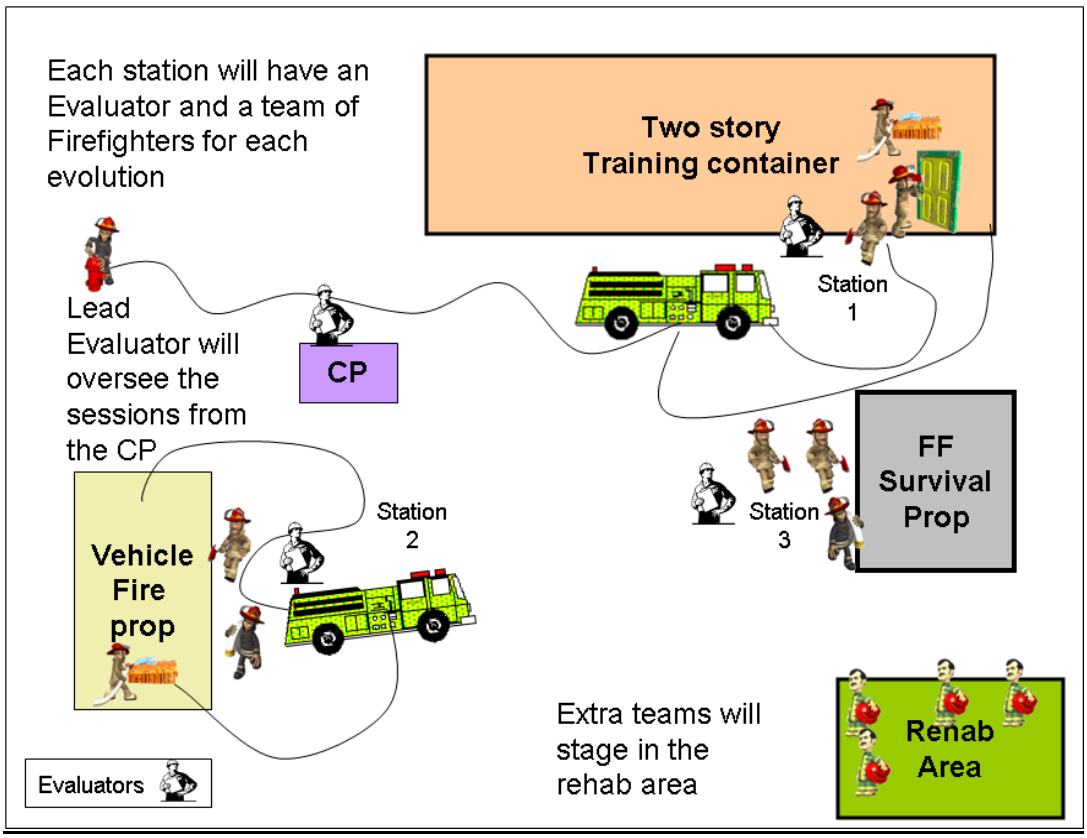
Step 4: Special Instructions

Course Preparation/Special Instruction
Ensure that the facility can accommodate the practical skill practice sessions AND exam. This class requires 'hands on' training and you must make certain that the facility you've chosen can provide the logistics needed for those skills.
Chapter Quizzes- The Lead Instructor shall give each chapter quiz and is expected to issue, grade and discuss the chapter quizzes with the students
Assignments that are due before the beginning of class are to be sent to the students at least 1 week prior to the class date
The Annex sections give supplemental information relating to the course preparation, application and evaluation of related content. The Lead Instructor is expected to read and understand all of the annex sections of this document
Students must be certified in Hazardous Materials Awareness prior to taking Technical Rescue Awareness
Lead Evaluators- If a student fails a skill, you may advise the student of what portion of the skills evaluation they failed and allow them to seek remediation with the Lead Instructor or an Instructor. After remediation by the Lead Instructor or an Instructor, the student may perform the failed skill in front of the Lead Evaluator or an assigned Evaluator
Students must be certified in Hazardous Materials Operations prior to testing for Firefighter I
Instructors and evaluators should contact their District Fire Training Council to request the use of training facilities and/or props for use during the training and testing **(use is subject to availability)**

Sample Practical Skill Diagrams






Each station will have an Evaluator and a team of Firefighters for each evolution
Two story Training container
Station 1
Lead Evaluator will oversee the sessions from the CP
CP
FF Survival Prop
Station 3
Vehicle Fire prop
Station 2
Extra teams will stage in the rehab area
Renab Area
Evaluators

Instructor Research Page

The following are links to useful sites where instructors can find information to enhance the learning experience. Instructors should also take the opportunity to research LODD's and near misses that occurred in agencies and demographics similar to the student base of the class. For instance, if the class base is from an urban fire department then they can pull reports from urban fire departments. Instructors can also use these links to assign various research projects during the class to include a lessons learned project using LODD's and near misses.

http://www.fireresearchpolicy.org/#

http://www.fstaresearch.org/

http://ulfirefightersafety.com/

Nist.gov

http://www.firehero.org/resources/department-resources/training/

http://www.everyonegoeshome.com

http://learn.isfsi.org

http://www.cdc.gov/niosh/fire/

http://www.firefighternearmiss.com/

http://www.firefighterclosecalls.com

Appendix A.

Additional Aides and Resources

Sample Mandatory Syllabus

Fire Engineering's Handbook for Firefighter I and II, Indiana Edition

Start Date	Stop Date	Class room	Drill	Chapter	Objective	Instructor/s Evaluator/s	Prop(s)
					Complete the National Fallen Firefighters Foundation's Cancer Video "The Silent Killer"		https://vimeo.com/155710892
		Y			16 Life Safety Initiatives		http://www.lifesafetyinitiatives.com
					Autism & Sudden Infant Death Syndrome		**https://acadisportal.in.gov/acadisviewer/Registration/TrainingEventList.aspx**
					Driver Safety		http://www.in.gov/dhs/3093.htm
		Y	N	**1**	**The Traditions and Mission of the Fire Service (Optional)**		******There are no questions from this chapter on the written exam******
		Y	N	FFI	Describe the mission of the fire service.		
		Y	N	FFI	Discuss fire service traditions.		
				2	**Fire Service History**		******There are no questions from this chapter on the written exam******
					Describe history and culture of the fire service in general.		
					Relate the history of your fire department.		
					Summarize key points in your fire department's history.		
				3	**Fire Department Organization**		
		Y	N	FFI	Define fire dept. organizational principles.		

		Y	N	FFI	Distinguish among functions of fire companies.		
		Y	N	FFI	Summarize primary knowledge and skills the firefighter must have to function.		
		Y	N	FFI	Distinguish among the primary roles of fire service personnel, policies, procedures, and standard operating procedures (SOPs)		
		Y	N	FFI	Summarize components of the Incident Command System (ICS)		
		Y	N	FFI	Distinguish among the functions of the major subdivisions within the ICS structure and define ICS terms		
				4	**Fire Department Communications**		
		Y	N	FFI	Describe communication responsibilities of the firefighter		
		Y	N	FFI	Summarize necessary skills for fire department communication		
		Y	N	FFI	Describe basic communications equipment used in telecommunications centers		
		Y	N	FFI	Describe basic business telephone courtesies		
		Y	N	FFI	Explain how a firefighter should proceed when receiving emergency calls from the public		
		Y	N	FFI	Describe types of public alerting systems		
		Y	N	FFI	Describe procedures that the public should use to report a fire or other emergency		

		Y	N	FFI	Discuss ways of alerting fire department personnel to emergencies		
		Y	N	FFI	Summarize guidelines for radio communications		
		Y	N	FFI	Describe information given in arrival and progress reports		
		Y	N	FFI	Explain the purpose of tactical channels		
		Y	N	FFI	Discuss calls for additional resources and emergency radio traffic		
		Y	N	FFI	Discuss evacuation signals and personnel accountability reports		
		N	Y	FFI	Handle business calls and reports of emergencies (Mandatory 1)		Telephone 4-2_Receive_Phone_Call
		N	Y	FFI	Use a portable radio for routine and emergency traffic (Mandatory 1)		Portable radio 4-1_Transmt_Receive & 4-1_Answering_Call
				5	**Fire Behavior**		
		Y	N	FF I	The Fire Triangle and Tetrahedron, Fuel Characteristics		
		Y	N	FF I	Chemistry & Physics Related to Fire, Compartment Fire Development		

		Y	N	FF I	Flashover, Backdraft Warning Signs, Explosions		Max Fire Box may be utilized for demonstrations
				9 & 10	**Firefighter Personal Protective Equipment & Self-Contained Breathing Apparatus**		
		Y	N	FFI	Describe the purpose and characteristics of protective clothing and equipment.		
		Y	N	FFI	Summarize guidelines for the care of personal protective clothing.		9-6_PPE_Inspect_
		Y	N	FFI	List the four common respiratory hazards associated with fires and other emergencies.		
		Y	N	FFI	Distinguish among characteristics of respiratory hazards.		
		Y	N	FFI	Describe physical, medical, and mental factors that affect the firefighter's ability to use respiratory protection effectively.		
		Y	N	FFI	Describe equipment and air-supply limitations of SCBA		
		Y	N	FFI	Discuss effective air management.		
		Y	N	FFI	Distinguish among characteristics of air-purifying respirators, open-circuit SCBA, and closed-circuit SCBA.		
		Y	N	FFI	Describe basic SCBA component assemblies.		
		Y	N	FFI	Discuss storing protective breathing apparatus.		
		Y	N	FFI	Summarize recommendations for the use of PASS device.		

		Y	N	FFI	Describe precautionary safety checks for SCBA.		
		Y	N	FFI	Discuss general donning and doffing considerations for SCBA		
		Y	N	FFI	Summarize general items to check for in daily, weekly, monthly, and annual SCBA inspections		
		Y	N	FFI	Summarize safety precautions for refilling SCBA cylinders.		
		Y	N	FFI	Discuss Safety precautions for SCBA use.		10-5_Air_Manage
		Y	N	FFI	Describe actions to take in emergency situations using SCBA		
		Y	N	FFI	Discuss operating in areas of limited visibility while wearing SCBA.		
		Y	N	FFI	Discuss exiting areas with restricted openings under emergency conditions while wearing SCBA		
		N	Y	FFI	Don PPE and SCBA for use at an emergency (Mandatory 2) NFPA 1001, 5.1.1.2		Full PPE and SCBA, SCBA cleaning supplies, manufacturers cleaning instructions 9-1_Don_PPE_1_Min_Train & 10-3_Don_SCBA_Minute_Test
		N	Y	FFI	Doff PPE and SCBA and prepare for reuse (Mandatory 2) NFPA 1001, 5.1.1.2		9-3_Doff_PPE_Train_Skill_Sheet & 10-4_Doff_SCBA_Train_Skill_Sheet
		N	Y	FFI	Inspect PPE and SCBA for use at an emergency incident (Mandatory 2) NFPA 1001, 5.5.1		9-6_PPE_Inspect_Train_Skill_Sheet & 10-13_Daily_Check_Train_Skill_Sheet
		N	Y	FFI	Clean and sanitize PPE and SCBA, (Mandatory 2)NFPA 1001, 5.5.1		10-14_Clean_SCBA_Train_Skill_Sheet

		N	Y	FFI	Perform emergency operations procedures for an SCBA. (Mandatory 3)		Full PPE, SCBA 10-1_Activate_Regulator & 10-4_Conserve_And_Emerg
		N	Y	FFI	Change an SCBA cylinder – one person method (Mandatory 2)		Full PPE, SCBA, replacement cylinder, tarp 10-5_Replace_Cylinder_1FF_Train
		N	Y	FFI	Change an SCBA cylinder– two person method (Mandatory 2)		Full PPE, SCBA, replacement cylinder, tarp 10-6_Replaceme_Cylinder_2FF_Train_Skill
				11	**Firefighting Basic Tools**		
			Y	FFI	Clean, inspect and maintain power tools. (Mandatory 4)		
				13	**Ground Ladders**		
		Y	N	FFI	Describe parts of a ladder and types of ladders used in the fire service		
		Y	N	FFI	Discuss material used for ladder construction and ladder maintenance and cleaning		
		Y	N	FFI	Summarize items to check for when inspecting and service testing ladders		
		Y	N	FFI	Summarize factors that contribute to safe ladder operations		
		Y	N	FFI	Discuss selecting the proper ladder for the job		
		Y	N	FFI	Summarize items to consider before removing and replacing ladders on apparatus		

		Y	N	FFI	Describe proper procedures to follow when lifting and lowering ground ladders		
		Y	N	FFI	Describe various types of ground ladders		
		Y	N	FFI	Explain proper procedures for positioning ground ladders		
		Y	N	FFI	Explain proper procedures for positioning ground ladders and precautions to take before raising a ladder		
		Y	N	FFI	Describe various types of ladder raises, procedures for moving ground ladders, and heeling and tying in ground ladders		
		Y	N	FFI	List guidelines for climbing ladders		
		Y	N	FFI	Describe methods for lowering conscious or unconscious victims down a ground ladder.		
		N	Y	FFI	Clean, inspect, and maintain a ladder. (Mandatory 5)		Ladder, brush, hose bucket, dry cloths, saw horses 13-1_Ladder_Maint_Test_Skill
		N	Y	FFI	Carry a ladder: One-firefighter low-shoulder method. (Mandatory 6)		PPE, ladder 13- 32_1FF_Shoulder_Carry_Train
		N	Y	FFI	Carry a ladder: Two-firefighter low-shoulder method. (Mandatory 6)		PPE, ladder 13- 38_2FF_Shoulder_Carry_Train
		N	Y	FFI	Raise a ladder: One-firefighter method (Mandatory 7) NFPA 1001, 5.3.6		PPE, ladder 13-36_1FF_Flat_Raise_Train_Skill
		Y	Y	FFI	Two-firefighter flat raise (Mandatory 7) NFPA 1001, 5.3.6		PPE, ladder 13-41_2FF_Flat_Raise_Train

		Y	Y	FFI	Two-firefighter beam raise (Mandatory 7) NFPA 1001, 5.3.6		PPE, ladder 13-40_2FF_Beam_Raise_Train
		N	Y	FFI	Deploy a roof ladder: One-firefighter method. (Mandatory 8)		PPE, extension ladder, roof ladder, pitched roof 13-52_1FF_Roof_Ladder_Placement_Train
		N	Y	FFI	Rolling a ladder: Two-firefighter method. (Mandatory 8)		PPE, ladder 13-13_Rolling_Ladder
		N	Y	FFI	Shift a ladder: one-firefighter method (Mandatory 8)		PPE, ladder 13-13_Rolling_Ladder
		N	Y	FFI	Leg lock on a ground ladder (Mandatory 9)		PPE, ladder 13-22_Leg_Lock_Train_Skill_Sheet
		N	Y	FFI	Advance an uncharged line up a ladder. (Mandatory 9) NFPA 1001, 5.3.10		Fire hose, hose bed, ladder 13-3_Climb_Ladder_Uncharge_Line_Test
		N	Y	FFI	Advance a charged line up a ladder into a window (Mandatory 9) NFPA 1001, 5.3.10		Fire hose, hose bed, ladder 13-20_Climb_ladder_Charged_Line_Train
		N	Y	FFI	Assist a conscious victim down a ground ladder (Mandatory 9)		PPE, ladder, victim 13-26_Rescue_Conscious_Victim_Train
		N	Y	FFI	Operate a charged attack line from a ladder (Mandatory 9)		Fire hose, hose bed, apparatus, ladder 13-6_Charged_Hoseline_From_Ladder__Test
		N	Y	FFI	Select, carry, and raise a ladder properly for various types of activities. (Mandatory 9)		PPE, ladder 13-2_Selecting_ladder_Train
				14	**Ventilation**		
		Y	N	FFI	Describe reasons for fireground ventilation		
		Y	N	FFI	List considerations that affect the decision to ventilate		
		Y	N	FFI	Discuss factors that are taken into account when deciding the need for ventilation		

		Y	N	FFI	Discuss vertical ventilation		
		Y	N	FFI	List safety precautions to observe when undertaking vertical ventilation		
		Y	N	FFI	List warning signs of an unsafe roof condition		14-6_Sounding_a_roof_for_integrity
		Y	N	FFI	Discuss roof coverings and using existing roof openings for vertical ventilation purposes		
		Y	N	FFI	Discuss ventilation considerations for various types of roofs		
		Y	N	FFI	Describe trench or strip ventilation		14-14_Trench_Train
		Y	N	FFI	Explain procedures for ventilation of a conventional basement		
		Y	N	FFI	List factors that can reduce the effectiveness of vertical ventilation		
		Y	N	FFI	Discuss horizontal ventilation		
		Y	N	FFI	Discuss considerations for horizontal ventilation		
		Y	N	FFI	Distinguish between advantages and disadvantages of forced ventilation		
		Y	N	FFI	Discuss negative-pressure ventilation		

		Y	N	FFI	Discuss positive-pressure ventilation		
		Y	N	FFI	Compare and contrast positive-pressure and negative-pressure ventilation		
		Y	N	FFI	Describe hydraulic ventilation		
		Y	N	FFI	List disadvantages to the use of hydraulic ventilation		
		Y	N	FFI	List the effects of building systems on fires or ventilation		
		N	Y	FFI	Perform positive pressure ventilation (Mandatory 10) (Recommended)		14-1 Positive pressure ventilation
		N	Y	FFI	Perform hydraulic ventilation (Mandatory 10)		14-3 Hydraulic ventilation
		N	Y	FFI	Ventilate a pitched roof (Mandatory 11)		PPE, extension ladder, roof ladder, pitched roof, axe, saw, pike pole 14-12_Louvering_Train_Skill_Sheet
		N	Y	FFI	Ventilate a flat roof (Mandatory 11) (Recommended)		PPE, extension ladder, roof ladder, flat roof 14-3_Vertical_Ventilation_On_A_Flat_Roof
				15	**Water Supply and Hose**		
		Y	N	FFI	Describe dry-barrel and wet-barrel hydrants		
		Y	N	FFI	Discuss fire hydrant marking and location		

		Y	N	FFI	Summarize potential problems to look for when inspecting fire hydrants		
		Y	N	FFI	Explain the process of fire hydrant testing		
		Y	N	FFI	Discuss alternative water supplies		
		Y	N	FFI	Discuss rural water supply operations		
		N	Y	FFI	Operate a hydrant (Mandatory 12)		Hydrant, hydrant wrench 15-42_Hydrant_Op_Train_Skill_Sheet
		N	Y	FFI	Make hydrant connections and connect to a hydrant using a forward and reverse lay (Mandatory 12)		Hydrant, hydrant wrench, apparatus, hard suction and soft sleeve 15-1_Hydrant_Op (soft hose) 15-4_Reverse_Lay
		N	Y	FFI	Connect and place a hard-suction hose for drafting from a static water source (Mandatory 13)		Hydrant, hydrant wrench, apparatus, hard suction portable tank 15-2_Draft_Op_Test_Skill_Sheet
		N	Y	FFI	Deploy a portable water tank Mandatory 13)		Hydrant, hydrant wrench, apparatus, hard suction portable tank 15-37_Portable_Water_Tank_Train
		Y	N	FFI	Discuss fire hose sizes		
		Y	N	FFI	Describe types of fire hose damage and practices to prevent such damage		
		Y	N	FFI	Discuss general care and maintenance of fire hose couplings		

		Y	N	FFI	Distinguish between characteristics of threaded couplings and non-threaded couplings		
		Y	N	FFI	Describe the characteristics of hose appliances and tools		
		Y	N	FFI	Describe common hose rolls		
		Y	N	FFI	Describe common hose loads and finishes		
		Y	N	FFI	Discuss pre-connected hose loads for attack lines		
		Y	N	FFI	List guidelines when laying hose		
		Y	N	FFI	Describe the basic hose lays for supply hose		
		Y	N	FFI	Describe procedures for handling pre-connected and other hose		
		Y	N	FFI	List general safety guidelines that should be followed when advancing a hoseline into a burning structure		
		Y	N	FFI	Discuss procedures for advancing hose		
		Y	N	FFI	Describe techniques for operating hoselines		
		Y	N	FFI	Describe the characteristics of hose appliances and tools		
		Y	N	FFI	Explain service testing fire hose		

		Y	N	FFI	Discuss test site preparation for service testing fire hose		
		Y	N	FFI	Explain the service test procedure		
		Y	N	FFI	List equipment necessary to service test fire hose		
		N	Y	FFI	Inspect and maintain hose (Mandatory 14)		Fire hose, soap, brush, broom 15_9_clean_inspect_hose_test
		N	Y	FFI	Make a straight roll (Mandatory 14)		15-15_Straight_Roll_Train_Skill_Sheet
		N	Y	FFI	Couple a hose (Mandatory 14)		15-2_Couple_Hose_2FF_Train_Skill_Sheet
		N	Y	FFI	Uncouple a hose (Mandatory 14)		15-3_Uncouple_Hose_Knee_Press_Train
		N	Y	FFI	Make the flat hose load (Mandatory 15) NFPA 1001, 5.5.2		Fire hose, hose bed 15-29_Flat_Load_Train_Skill_Sheet
		N	Y	FFI	Make the pre-connected flat hose load (Mandatory 15)		Fire hose, hose bed 15_22_preconnect_flat_load_train
		N	Y	FFI	Advance the pre-connected flat hose load (Mandatory 15)		Fire hose, hose bed 15_23_deploy_preconnect_flat_load_train
		N	Y	FFI	Advance a line into a structure (Mandatory 15)		Fire hose, hose bed, structure 15-7_Deploy_Preconnect_Line_Test
		N	Y	FFI	Advance a line up and down an interior stairway (Mandatory 17)		Fire hose, hose bed, stairs 15-7_Deploy_Preconnect_Line_Test & 16-2_Line_Up_And_Down_Stairs
		N	Y	FFI	Extend a hoseline (Mandatory 15)		Fire hose, hose bed 15-5_Extend_Hoseline_Test
		N	Y	FFI	Simulate the procedure for controlling a loose hoseline		Fire hose, hose bed, apparatus
		N	Y	FFI	Replace a burst hoseline (Mandatory 14)		Fire hose, hose bed, apparatus 15-6_Replace_Burst_Section_Test
		N	Y	FFI	Service test fire hose (Mandatory 14) NFPA 1001, 6.5.5		Fire hose, apparatus, hose tester 15-12_Hose_Service_Test_Test_Skill_Sheet

				16	**Fire Streams**		
		Y	N	FFI	List methods that are used with fire streams to reduce the heat from a fire and provide protection to firefighters and exposures		
		Y	N	FFI	Discuss the extinguishing properties of water		
		Y	N	FFI	Describe friction loss		
		Y	N	FFI	Define water hammer		
		Y	N	FFI	Distinguish among characteristics of fire stream sizes		
		Y	N	FFI	Discuss types of streams and nozzles		
		Y	N	FFI	Discuss handling handline nozzles		
		Y	N	FFI	Describe types of nozzle control valves		
		Y	N	FFI	List checks that should be included in nozzle inspections		
		N	Y	FFI	Operate a solid-stream nozzle (Mandatory 16) NFPA 1001, 5.3.10		Fire hose, hose bed, apparatus, fog, smooth bore, broken stream nozzles 16-1_Smooth_Bore_Train_Skill_Sheet
		N	Y	FFI	Operate a fog stream nozzle (Mandatory 16) NFPA 1001, 5.3.10		Fire hose, hose bed, apparatus, fog, smooth bore, broken stream nozzles 16-2_Combination_Nozzle_Train
				17	**Firefighter Safety and Survival**		
		Y	N	FFI	List ways to prevent firefighter injuries.		

		Y	N	FFI	Discuss National Fire Protection Association Standards and Occupational Safety and Health administration regulations related to firefighter health and safety.		
		Y	N	FFI	Summarize the IFSTA principles of Risk Management.		
		Y	N	FFI	List the main goals of a life safety program.		
		Y	N	FFI	Discuss firefighter health considerations and employee assistance and wellness programs.		
		Y	N	FFI	List guidelines for riding safely on an apparatus.		
		Y	N	FFI	Discuss safety in the fire station.		
		Y	N	FFI	Describe ways to maintain safety in training.		
		Y	N	FFI	Explain how to maintain the service equipment used in training		
		Y	N	FFI	Discuss emergency scene preparedness and safety		
		Y	N	FFI	Summarize general guidelines for scene management including highway incidents, crowd control, and cordoning off emergency scenes.		
		Y	N	FFI	Explain the importance of personnel accountability		
		Y	N	FFI	Summarize basic interior operations techniques.		
		Y	N	FFI	Describe emergency escape and rapid intervention.		

		N	Y	FFI	Respond to an incident, correctly mounting and dismounting an apparatus. (Mandatory 18)		Full PPE, Apparatus, hearing protection, driver operator 17-1_Mounting_Dismount_Train & 17-2_Safety_Response_Test_Skill
		N	Y	FFI	Set up and operate in work areas at an incident using traffic and scene control devices. (Mandatory 18)		Simulated emergency scene, barrier protection 17-3_Operate_In_Work_Areas_Test
		N	Y	FFI	Exit a restricted opening while wearing standard SCBA. (Mandatory 19)		Full PPE, SCBA, restricted opening 17-12 Operating in a Restricted Passage
		N	Y	FFI	Calling a Mayday and Finding a Safe Haven while operating in a vision obscured environment. (Mandatory 19)		17-8 Calling a Mayday 17-9 Vision Obscured
		N	Y	FFI	Controlling Utilities (Mandatory 18)		17-7 Controlling Utilities
				20	**Basic Fire Attack**		
		Y	N	FFI	Describe initial factors to consider when suppressing structure fires		
		Y	N	FFI	Summarize considerations prior to entering a burning building		
		Y	N	FFI	Explain the gas cooling technique		
		Y	N	FFI	Describe direct attack, indirect attack, and combination attack		

		Y	N	FFI	Discuss deploying master stream devices		
		Y	N	FFI	Describe aerial devices used to deliver elevated master streams		
		Y	N	FFI	Describe actions and hazards associated with suppressing Class C fires		
		Y	N	FFI	List electrical hazards and guidelines for electrical emergencies		
		Y	N	FFI	Discuss responsibilities of companies in structural fires		
		Y	N	FFI	Explain actions taken in attacking fires in upper levels of structures		
		Y	N	FFI	Explain actions taken in attacking fires belowground in structures		
		Y	N	FFI	Discuss structure fires in properties protected by fixed systems		
		Y	N	FFI	Explain actions taken when attacking trash container fires		
		Y	N	FFI	Explain actions taken when attacking fires in confined spaces		

		Y	N	FFI	Summarize influences on wildland fire behavior: fuel, weather, and topography		
		Y	N	FFI	Describe parts of a wildland fire		
		Y	N	FFI	List wildland protective clothing and equipment		
		Y	N	FFI	Describe methods used to attack wildland fires		
		Y	N	FFI	List ten standard firefighting orders when fighting wildland fires		
		N	Y	FFI	Attack a structure fire (above, below, and grade level) — Interior attack (Mandatory 22)		Full PPE, SCBA, fire hose, hose bed, apparatus, burn building or acquired structure 20-4_Fire_Above_Grade & 20-4_Fire_On_Grade & 20-5_Fire_Below_Grade
		N	Y	FFI	Extinguish an exterior fire in a trash container (Mandatory 21)		Full PPE, SCBA, fire hose, apparatus 20-7_Dumpster_Fire_Train_Skill
		N	Y	FFI	Attack a ground cover fire (Mandatory 20)		Full PPE, fire hose, cones to mark burn area 20-9_Ground_Cover_Fire_Train

Appendix B.

16 Life Safety Initiatives

The National Fallen Firefighter's Foundation has set a high priority on preventing line-on-duty deaths and injuries through the 16 Life Safety Initiatives.

As an instructor, you are encouraged to integrate these initiatives into your instruction process where applicable.

16 Life Safety Initiatives	
Access: http://www.lifesafetyinitiatives.com/	
#1 Cultural Change	#9 Fatality, Near-Miss Investigation
#2 Accountability	# 10 Grant Support
#3 Risk Management	#11 Response Policies
# 4 Empowerment	#12 Violent Incident Response
#5 Training & Certification	#13 Psychological Support
#6 Medical & Physical Fitness	#14 Public Education
# 7 Research Agenda	#15 Code Enforcement & Sprinklers
# 8 Technology	#16 Apparatus Design & Safety

On line class is found here and should be assigned to the students:
http://www.lifesafetyinitiatives.com/initiatives.html

Appendix C.

Utilizing the Four Step Method of Instruction

One of the best ways to assist the students in retaining the information learned is to use the four-step method of instruction. This method uses the following steps:

1. Preparation: Preparation will help you motivate your students and establish relevancy to the audience.
2. Presentation: During the presentation phase new ideas are presented to the students.
   a. Explain the skill
   b. State why it is important
   c. Show how it relates to other skills
   d. DO NOT simply rely on reading PowerPoint. An Instructor II/III should modify the presentation, adding or eliminating slides, in order to keep it interesting.

3. Application: Application is the most important step and is sometimes combined with the presentation step. Different techniques include questions, discussions, activities, and assignments
4. Evaluation: Evaluation will help you decide whether or not the students remembered what they learned. Evaluation can also assist you in making the course better in the long run.

Appendix D.

Motivating and Encouraging Students

There are a number of ways an instructor can motivate and encourage their students. Here are some ways that you may find beneficial:

1. Provide quality instruction that helps the students who try.
   a. No one likes an instructor that is ill prepared; as an instructor you have a duty to provide the best training possible.
2. Provide continuous feedback about student progress
   a. Every step of the way you should work to encourage the students and assist them in correcting deficiencies
3. Reinforce learning
   a. Work to find examples in day-to-day environments that the student can relate back to what they learned.
4. Repeat, repeat, repeat.
   a. Repetition will help the students gain confidence.

1. Managing Student Behavior

From time to time, students will act out in class. While some of this is to be expected, it is important for the instructor to maintain control, especially during dangerous evolutions.

Appendix E.

SAMPLE CLASS RULES & REGULATIONS

(Rules and regulations document based on the Vigo County Fire Academy. Lead Instructors are strongly encouraged to develop their own and make certain that students have a copy prior to the start of the class.)

Course Information

Course Description: This course is designed to challenge and prepare students for the Practical Skills Exam and Written Test. The Indiana Board of Firefighting Personnel Standards and Education offers other opportunities for students to further their education in all subjects of the fire service.

Prerequisites (Ensure students meet the Prerequisites.)

Instructors should have students refer to the Board Rules to make certain they are eligible for State Certification. Prerequisites can be found at http://www.in.gov/dhs/files/cert_prereq.pdf

Academic Information

Assessment

Lead Instructors must clearly communicate the class rules and regulations to the students prior to, or at the start of, the class. This should include; passing scores, 'bonus points', make up class exams, and the dates of the exams.

Student Expectations

Attendance

Students are required to attend all class sessions based upon the guidelines set by the Lead Instructor. Deviation from those guidelines must come from the Lead Instructor. Rarely- if ever- is it acceptable to miss the practical skills exam day. NEVER is it acceptable to do so without the prior permission of the Lead Instructor AND the Lead Evaluator. If a student must miss a practical skills exam day, this MUST be coordinated with the Lead Instructor and Lead Evaluator. The Lead Instructor and Lead Evaluator shall document why the student was absent from the practical skills exam day.

Absences / Tardiness

Absences and tardiness- as well as the consequences of each- shall be clearly communicated to the students prior to the start of the class. The Lead Instructor must set the policy, and adhere to it, as part of the planning process for the class.

Dress Code

Students in this program will be expected to always present a professional appearance, in accordance with the rules and regulations of their AHJ. If there are specific personal protective items required for the class, these will be communicated to the students by the Lead Instructor.

Discipline

Lead Instructors, as a part of the course planning, need to develop and communicate clear policies that govern class discipline. For example:

Students are expected to conduct themselves in a professional manner during all class periods and contact with public while representing themselves as a student of this class. The following actions are unacceptable and can subject the student to additional assignments, suspension, and/or dismissal from the program:

-Insubordination or any act of disrespect towards any instructor, preceptor, staff member, student or other member of the public;
-Disruptive behavior that interferes with learning environment;
-Failure to compete assigned class work;

The following actions will result in immediate dismissal from the program without further discussion and the student's fire chief notified:

-Being under the influence, or reasonable suspicion of, alcohol or illicit drugs during any class period;
-Any act of violence, or threat of such act, to any person;
-Any act of harassment towards any person in any way;
- Any act of academic dishonestly (cheating);
-Dishonesty regarding reason for an absence or tardiness;
-Failure to follow safety instructions;

Grievance Procedure

Any concern or complaint should first be addressed to the Lead Instructor. If at any time, the student feels they need to speak to someone above the Instructor, or appeal any part of the discipline process, they may ask the Lead Instructor to schedule a conference with their supervisor and the student's supervisor.

ONE LAST EXPECTATION……. HAVE FUN!

We want all students to enjoy the class! These classes can be stressful, frustrating and time consuming. But, they should be fun as well.

If you are struggling in any way, please talk to the lead instructor! We may be able to help you learn what you are struggling with.

Students Rights

The primary function of a course of instruction is to deliver the information in an educational forum where students can prepare, learn, practice and test themselves constructively to meet the challenges of the State practical skills and written examination. Students should be provided full opportunity to inquire, to question, and to exchange ideas during course delivery.

1. Students shall have the responsibility to learn, and to respect the rights of others to learn. Students shall also respect the rights of others to teach.
2. Students shall have the right to hear and express various points of view on subjects without fear of reprisal or penalty provided the students recognize the rights of others and the limitations imposed by the laws of libel, slander, obscenity.
3. Students have the right to due process as outlined by the Authority Having Jurisdiction.
4. Students have the right to privacy.

Students should be given an opportunity to express opinions concerning the instruction received. Instructors must recognize that the evaluation of Instructors is an integral part of the certification process.

Appendix F

Facial Hair Policy

OSHA 1910.134- Fire Departments & SCBA

Respiratory protection- i.e. 'SCBA policies' must be a written part of every fire department's 'standard operating policy' (SOP). Both the Federal and Indiana Departments of Occupational Health and Safety (OSHA) have written regulations that govern the use of respirators (which includes Self Contained Breathing Apparatus (SCBA).

What follows below, is a summary of those parts of the regulations that directly affect ALL fire departments (employers) in the State of Indiana- whether staffed by volunteer, combination, career, territorial, or not-for-profit. This interpretation was written by a firefighter FOR firefighters in order to ensure we are providing the best possible safety for our members. OSHA language has been substituted by plain English and does NOT constitute a legal interpretation. While this document also does NOT encompass the entire OSHA standard (23 pages in length) it DOES address many of the issues specific to fire department operations. You are encouraged to contact IOSHA, the State Fire Marshall's Office, or the Indiana Fire Training System for further guidance. This document has been vetted and reviewed, but does NOT constitute a legal endorsement.

1910.134(c) Respiratory protection program. This paragraph requires the Fire Department, whether the staff is paid or not, to develop and implement a written respiratory protection program with required fireground procedures for SCBA use. Someone from within the Department must be named as responsible for seeing to it that the SCBA policy is followed at all times, aka a Chief, a Training Officer, a Safety Officer, etc. While there are multiple sections that cover procedures for selecting the proper respirators for use in the workplace, we generally only have ONE to choose from for interior fire attack - SCBA. *Fire Service personnel should **ALWAYS** err on the side of using versus not using SCBA.* Additionally, using 'dust masks'- either N-95 or N-100- for overhaul, is NOT effective as has been proven by multiple studies.

1910.134(e)(1) General. At a bare minimum, a firefighter's personal physician should certify the individual who desires to serve as a firefighter is medically able to wear, and work, in an SCBA as a firefighter. Ideally, this would be a physician who is knowledgeable of, or is contracted or associated with the Fire Department, to implement the provisions of NFPA 1582 and 1910.134, and has performed a medical evaluation consistent with the duties expected of a firefighter on the fire ground.

1910.134(f) Fit testing. Firefighters shall be fit tested prior to allowing them wear or use SCBA in an environment that is considered immediately dangerous to life and health (IDLH). There are also requirements as to the type of test used and that fit testing shall be conducted annually.

1910.134(k) Training and information. These sections require the fire department to provide training to firefighters who are required to use SCBA. The training must be comprehensive, understandable, and recur annually and more often if necessary. The employer shall ensure that each employee can demonstrate knowledge of at least the following: the proper use of respirators, when to wear it, why to wear it, donning and doffing, limitations on their use, the importance of a good mask fit, maintenance procedures, emergency procedures, cleaning, and storage.

OSHA 1910.156 Training. The fire department shall provide training and education for all members commensurate with those duties and functions that they are expected to perform. Such training and education shall be provided to firefighters **before** they perform fire emergency activities. Fire officers and training instructors shall be provided with training and education which is more comprehensive than that

provided to the general membership. The employer shall assure that training and education is conducted frequently enough to assure that each member of the department is able to perform the member's assigned duties and functions satisfactorily and in a safe manner so as not to endanger other members. All members shall be provided with training at least annually. In addition, members who are expected to perform interior structural firefighting shall be provided with an education session at least quarterly.

1910.134(g)(1)(i) and 1910.134(g)(1)(ii) Face piece seal protection.
The fire department shall not permit SCBA *to be worn by firefighters who have: facial hair that comes between the sealing surface of the face piece and the face, or that interferes with valve function, or any condition that interferes with the face-to-face piece seal or valve function.* If an employee wears corrective glasses or other personal protective equipment, the department shall ensure that such equipment is worn in a manner that does not interfere with the seal of the face piece to the face of the user. Eyeglass frames cannot extend from within the mask, under the seal, to the ears.

1910.134(g)(3) Procedures for IDLH atmospheres and **1910.134(g)(4) Procedures for interior structural firefighting.** For all IDLH atmospheres, the employer shall ensure that: a rapid rescue team, consisting of at least two firefighters with appropriate equipment, training, and communications, remain outside for rescue. Further, ALL firefighters doing interior structural attack must do so in pairs and must use SCBA.

Note: Nothing in this section is meant to preclude firefighters from performing emergency rescue activities before an entire team has been assembled. One of the two individuals located outside the IDLH atmosphere may be assigned to an additional role, such as incident commander in charge of the emergency or safety officer, so long as this individual is able to perform assistance or rescue activities without jeopardizing the safety or health of any firefighter working at the incident.

1910.134(h)(1) Cleaning and disinfecting. The employer shall provide each SCBA user with an SCBA that is clean, sanitary, and in good working order. Face pieces must be cleaned after each and every use, stored in a manner to prevent damage, kept readily available, well maintained, checked for proper function before and after every use, and inspected at least monthly. Additionally, SCBA's must have a written (or digital) log as to the date they were inspected, by whom, kept charged to at least 90% of capacity, repairs made only by qualified persons (and those repairs logged), defective ones immediately pulled from service, and filled only with Grade D breathing air.

Appendix G

How to register a class with the State and Frequently Asked Questions FAQs

Prior to starting an application, please have the following information in hand- Lead Instructor name & PSID, Lead Evaluator name & PSID, Proctor name & PSID, Contact person name & phone number.

1) Go to https://acadisportal.in.gov/acadisviewer/Login.aspx and either log into your account, or create one if you don't already have one.
2) Look for the link that states "create a new application" and click on it.
3) From the 'Course/Test name' drop down, choose the type of class you are going to offer. "On- line testing" has additional requirements associated with it. Call the Fire Training System to make sure you meet them.
4) Select "Challenge" (which is automatically subject to audit), "Closed" if this is an class you don't want posted on the Training Calendar, or neither if this is a class you are offering to anyone.
5) Select the test date, understanding that it must be at least 15 days out.
6) Fill out the required information for the location, Lead Instructor, Lead Evaluator, Contact Person, and proctor.
7) Enter in the student names. If you are choosing to do on-line testing, you MUST enter the student's PSID's in- type their name, space twice and type in their number (ex Joe Smith 0000-0000).
8) When you have all of the information entered, hit "Submit". It will ask you if you are sure. Hit 'yes'. Your class is now locked and submitted to the State.
9) You may unlock the application to make changes to it by hitting the "request application to be unlocked" email link. Unlocking the application requires you to make certain that the test date is still at least 15 days out- if not, you will be forced to choose a new test date.

Important rules

1) All classes require at least 30 days notification to the State prior to the start date.
2) Test dates, including retests, must be at least 15 days out.
3) The Lead Evaluator must be an Instructor II/III and hold the certification for the class that they are evaluating.
4) The Lead Instructor must be at least an Instructor II/III unless the course being taught is "Mandatory Firefighter".
5) The Lead Evaluator cannot evaluate skills that they have helped teach as a part of the class.
6) The Lead Instructor cannot serve as the Proctor or Evaluator.

Frequently asked questions:

I don't know all the students names 30 days out. How do I notify the State if I don't know the names?

Notification can be made two different ways- a) by filling at an application (as described above), putting in a single name, hitting 'submit', and then immediately requesting the application be unlocked, or b) starting the application and then emailing the course number generated to the Fire Training System. If you choose 'a', you must make certain that the application is submitted at least 15 days prior to the desired test date.

I have someone who wants to join the class but wasn't included on the original roster. What do I do?

Your options are limited to contacting the State Fire Training System and asking for guidance. The Board Rules are specific about time notification requirements. If you are not flexible on moving your test date back in order to accommodate a late registrant, you will likely have to decline their admittance to the class.

Can a student take the class if they do not have all the pre-requisites?

It can be done, but is not considered a best practice by the State Fire Marshal Training Academy. Students may take the classes out of order, but they may ***NOT*** obtain certification or test out of order without an appeal to the Board. The student would be well advised to take the classes as they appear, but TEST in the order required. Skills (JPR's) are only valid for 180 days, so if the student cannot complete the testing needed within the time frame, they will need to retake the class.

The class is very large and I need multiple Evaluators- do they all have to be Instructor II/III?

No. Only the Lead Evaluator must be an Instructor II/III, the others shall be a minimum of Instructor I. However, the Lead Evaluator is accepting responsibility for ALL of the actions of all other evaluators.

I have someone who is going to teach a part of the class who is great at a particular area, but they are not an Instructor I, II/III or even a firefighter. Can I still use them?

Yes. Instructors with a particular knowledge area but do not have fire service certifications are known as Subject Matter Experts (SMEs). One example would be to use a trucking company SME to teach the portion of Hazardous Materials Operations where the SMEs information would be beneficial. Bear in mind, the Lead Instructor is still responsible for anything that the SME presents in the class.

What are the records keeping requirements? What happens if I get audited?

Students are required to keep copies of the work they did in order to meet the Job Performance Requirements (JPR's). Students shall return all documentation to their fire department so they can be placed in their training records. Lead Instructors must keep copies of the classroom materials taught. Lead Evaluators must keep copies of the skills for each student they evaluated. An audit will request that you produce documentation in order to answer a single specific question concerning a portion of the class.

What classes are subject to audit?

ALL classes are subject to audit or site visit at any time by the State Fire Marshal Training Academy. Please refer to the 'Code of Ethics' statement found earlier in this document. It is better to expect and prepare to be audited rather than 'roll the dice'.

I want the District to fund the class. How do I get them to pay for the class?

Contact your District County representative or District Training Coordinator. In order for class to be funded by the district, it must be approved by the district's governing body to ensure there is adequate money in the budget to provide funds. There are strict limits on the amount of funding available for classes.

I want the District to fund the class. Are there any other rules that apply?

Yes. In addition to the class being approved by the specific district, they must be posted on ACADIS Portal for a minimum 30 days prior to the start of class, https://acadisportal.in.gov/acadisviewer/Login.aspx you must have at least 15 students registered and a minimum of 10 attending on Day One, and it must be offered free of charge. The District Coordinator shall advise the requesting agency of any additional requirements for hosting a district class.